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ABSTRACT

A symposium on community-based supported employment for developmentally disabled adults in Minnesota was attended by agency direct service staff who provide job training, executive directors and administrators of agencies, and personnel who refer clients to agencies providing supported work and other types of community-based training and employment services. Participants identified 43 functions and competencies of "job coaches" (personnel involved in supported work and community-based training and employment). Small groups identified the types of knowledge and understanding job coaches need to perform the eight most important competencies: train clients on specific job skills; train clients in appropriate job behaviors; conduct task analysis of client job duties; modify work station or duties; communicate with client before initial placement about job expectations; conduct job analysis of specific skills required to perform work; involve on-site personnel in training and supervision; and monitor relationships among co-workers, employer, and employee. Participants discussed issues specific to their administrative, job coaching, and referral concerns. Appendices include: a mission statement from the Minnesota Association for Rehabilitation, Education, and Training; listings of the job coach functions, as prioritized by job coaches, administrators, and referring counselors; and further comments from participants regarding the future of community-based employment services in Minnesota. (CB)

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IDENTIFICATION OF JOB COACH COMPETENCIES, STAFF ROLES AND AGENCY ADMINISTRATIVE PATTERNS

Community-based Supported Employment Symposium
June 10 & 11, 1986
St. Cloud, Minnesota

SUMMARY REPORT

Sponsored by:

MINNESOTA ASSOCIATION FOR REHABILITATION, EDUCATION AND TRAINING

With Financial Support from:

MINNESOTA ASSOCIATION OF REHABILITATION FACILITIES/MCKNIGHT TECHNICAL ASSISTANCE PROGRAM

MINNESOTA DIVISION OF REHABILITATION SERVICES

November, 1986

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PREFACE

This report represents a beginning step in identifying the roles and functions involved in "Community-based Supported Employment" programs. It defines the competencies necessary to perform these functions as perceived by professional direct service staff and administrators providing or using Supported Employment programs. The perception of experienced professionals was seen as a prerequisite to developing an appropriate understanding of the potential training needs of Supported Employment personnel in Minnesota. This report also describes the process by which the roles, functions and competencies were identified. Hopefully, this document will be useful to other professionals presently providing or planning to develop Community-based Supported Employment programs, as well as those who have responsibility for developing relevant training programs.

On behalf of the Minnesota Association for Rehabilitation, Education and Training, I wish to express my appreciation to the members of the Symposium Planning Committee for their excellent work in planning and conducting the Symposium which provided the information contained in this report. Special appreciation is due Barbara Whitmore of the Region V Rehabilitation Continuing Education Program at Southern Illinois University in Carbondale, who coordinated this effort and David Johnson of the Minnesota University Affiliated Program on Developmental Disabilities, who was the principal author of this report.

Edwin Opheim, President
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ACKNOWLEDGEMENTS

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This symposium was supported, in part, through funds received from the Minnesota Division of Rehabilitation Services and the Minnesota Association of Rehabilitation Facilities McKnight Technical Assistance Project. The participation and cooperation of all the agencies assisting in this project is acknowledged.

SYMPOSIUM SUMMARY REPORT

Symposium Overview

The Minnesota Association for Rehabilitation, Education and Training (MARET) in collaboration with the Minnesota Association of Rehabilitation Facilities/McKnight Technical Assistance Program and the Minnesota Division of Rehabilitation Services conducted a two-day symposium on community-based supported employment on June 10, 11, 1986. A total of forty-two participants representing personnel from day activity centers, rehabilitation facilities as well as referring counselors from the Division of Rehabilitation Services were selected to participate in the conference. The three primary target groups of professionals included agency direct service staff who are responsible for providing job training to clients in community-based employment sites (representing 37% of the total symposium participants), executive directors and administrators of agencies (representing 40% of the participants), and personnel who refer clients to agencies providing supported work and other types of community-based training and employment services (9% of the participants). Representation from urban and rural areas was about equal. The purposes of the symposium were:

1. To identify the roles and functions involved in supported work and community-based employment programming and the competencies necessary to carry these out.

2. To begin developing a support and communication network for people involved in supported work and community-based employment programming.

3. To identify and discuss current issues and problems in Minnesota supported work and community-based employment programming.

4. To prepare and submit a report to MARET to enhance professional understanding on the potential training needs of supported work personnel in Minnesota.

The symposium grew out of the recognition that supported employment is becoming an expanded area of programming for developmentally disabled adults. In recognition of this, MARET convened an ad hoc committee to establish a symposium for field

practitioners who are currently providing supported employment and other types of community-based training and employment. Since 1969, MARET (formerly the Minnesota Joint Liaison Committee) has operated as a forum for professionals involved in the training of rehabilitation personnel and other professionals. MARET serves as a communication link between these practicing professionals in the field of rehabilitation and those engaged in long term pre-professional education and/or short term inservice research and training activities in the state of Minnesota. This organization serves as a coordinating forum for training activities within the state through analysis of training needs and resources. MARET also takes on action-oriented projects of mutual interest to its members (See Appendix A for further description). The symposium on supported work and community-based employment represents a cooperative effort to begin to examine the training needs of personnel involved in supported work and other types of community-based training and employment in Minnesota.

Symposium Activities and Results

The initial task of the symposium was to request the participants to respond to the fundamental question: "What do job coaches do?" The intent of this activity was to begin to develop an understanding of the specific job competencies and functions associated with personnel involved in supported work and community-based training and employment. It should be emphasized that supported work represents a relatively recent service development, particularly within day activity centers. As such, the role(s) of supported work personnel are new and evolving. A significant level of variance in the roles of supported work personnel is found among and between agencies throughout the state of Minnesota. The following discussion of the activities and results of the symposium indicate the type and variety of functions and competencies recognized throughout the state.

Small groups were constructed to brainstorm and identify as many competencies associated with the role of providing supported work in community-based employment settings. The initial process was essentially to develop an exhaustive list of competencies. Following the development of the exhaustive list of competencies, the symposium participants were requested to rank the 10 most important competencies associated with persons providing supported work and community-based training and employment. The results of this activity are presented below. All of the competencies presented are ranked in order of their importance to the participants. Appendix B provides a comparative breakdown of the top ten ranked functions and competencies by position/agency representative and urban versus rural settings.

Functions and Competencies:

The reader is cautioned not to over interpret the rank ordered competency statements. The functions/competencies listed are only an initial estimation of such competencies by a relatively select and small group of participants. Further confirmation of the reliability and validity of these functions/competencies is needed.

1. Train clients on specific job skills.
2. Train clients on appropriate behaviors needed for success on the job.
3. Conduct task analysis of client job duties and responsibilities.
4. Modifies/adapts work station and/or job duties to accommodate handicapped worker.
5. Communicate with the client prior to initial placement about job expectations, duties, etc.
6. Conduct job analysis of specific skills required to perform work.
7. Involve on site personnel in the training and supervision to prepare for fadeout.
8. Monitors relationships between co-workers, employer and employee to assure that positive and supportive communication occurs.
9. Orients client to work site, i.e., time cards, bathrooms, break areas, rules, etc.

10. Coordinates and provides ongoing communication with parents, residential providers, social workers, DRS counselors, etc. to provide information on client status on the job.

11. Conduct time study to determine business productivity rates and performance expectations.

12. Prior to training or introducing client to the job site, trainer learns job skills that will be required of client.

13. Provides ongoing assessment and recording of client performance and productivity.

14. Provides periodic follow-up services at the work site based on the individual needs of the client to promote job retention.

15. Communicate with parents, residential providers, social workers, DRS counselors and others regarding initial intentions to place client in a community-based employment site.

16. Train client on job safety at the job site.

17. Problem solves client related job difficulties at the job site.

18. Interpret Department of Labor rules and regulations for employers, assist employers in completing paperwork associated with subminimum wage certificates, and continue to communicate with employers on status of special wage certificates.

19. Trains client to advocate/solve their own problems on the job.

20. Develop client training plans to instruct on job specific skills.

21. Train clients on use of public (or other types of) transportation to travel to and from job site prior to placement.

22. Provides ongoing assessment and recording of client behaviors on the job.

23. Trains client on new skills and job requirements introduced to the job at some point during tenure on the job.

24. Provide information on client as requested by interdisciplinary team to facilitate initial decision regarding client placement in employment.

25. Identify potential employment sites for new job openings for clients.

26. Develop individualized employment goals and objectives, (IPP, IWRP, IEP).

27. Models appropriate work behaviors to shape client behaviors.

28. Develop/modify job description of the employment site to conform to expected client job duties.

29. Oversees work scheduling, quality control and product flow.

30. Performs work tasks not completed by the client at the job station.

31. Provides ongoing job modifications/adaptations to solve client job skill related problems.

32. Determine and monitor income maintenance benefits (SSI, SSDI, MA, etc.) in relation to wages earned.

33. Conduct analysis of business social climate.

34. Analyzes assessment data recorded on client productivity and behaviors and using this information monitors individualized client goals and objectives.

35. Provides "advocacy" related services on behalf of the client, i.e., monitoring compliance with vulnerable adults statutes.

36. Discuss various employment program options with employers, i.e., enclaves, scattered sites, crews, etc.

37. Develop initial employer agreements to secure job openings.

38. Train client on safety skills prior to job placement.

39. Primary responsibility for conducting initial assessment to determine client appropriateness for community-based employment.

40. Train clients on appropriate grooming, communication skills, etc. prior to placement.

41. Communicate additional new openings at an existing site to your agency staff.

42. Assist clients in making transition from supported employment to individualized competitive employment work stations.

43. Teaches client self advocacy skills.

The reader is again cautioned in over-interpreting the results of this rank ordering process. What is intended is to provide initial inferences regarding the roles and functions of persons directly involved with the training of clients in community-based business and industry settings. Competencies 1-10, for example, illustrate a pattern of role behavior suggesting that the primary functions of an individual providing supported work services involves training clients at work sites. Competencies related to making initial decisions regarding which clients would be placed in employment, developing and

negotiating employment sites, providing relevant training prior to placement (e.g., safety skills, grooming, personal hygiene), and monitoring annual and quarterly client goals and objectives fell lower in the rankings and do not appear to be a primary function of supported work of direct service supported work personnel. It appears from this list of competencies, that the symposium participants viewed the role of direct service supported work personnel as related to onsite training activities.

Knowledge and Understandings

From the prioritized list of competencies and functions of supported employment personnel, a second small group activity was used to identify the type of knowledge and understanding an individual involved in providing supported work services needs to have to successfully function in their role. In other words, "What do supported work personnel need to know in order to do what they do?" Each of the groups was requested to respond to competency priorities numbers 1 and 2. Groups were also selectively assigned and requested to review competencies 3-8. The results of this activity are reported below. The reader should note, that the information reported in each of the competency areas is only an initial consideration of the understandings supported work personnel feel that they need to know in order to function successfully in their present positions.

Competency 1 Train clients on specific job skills.

"In order to function successfully in my role as a supported employment staff member, I need to know how to . . . ."

1. Effectively read case files to obtain initial impressions of client strengths and weaknesses.
2. Determine the client's appropriate learning mode, i.e., visual, sensory, hands on, etc.
3. Develop training hierarchies.
4. Deal with complex terminology, i.e., medical, psychological, etc. in client case files.

5. Assess and record data on behavior and performance at the work site.

6. Understand bias that appears in case files and client reports - to interpret reports as objectively as possible.

7. Modify work sites and work routines.

8. Conduct task analysis.

9. Conduct job analysis.

10. Modify jobs.

11. Function as a team member with other interdisciplinary staff.

12. Implement a variety of systematic instructional procedures for client training.

13. Understand various disability groups and factors and the relationships of these factors to employment situations.

14. Understand learning theory.

15. Be systematic and organized in training methods.

16. Solve client-related job problems at the work site.

17. Communicate effectively with employers, other agency staff, parents, group home personnel, etc.

18. Develop training plans for clients.

19. Make clients aware of career goals and interests.

20. Educate co-workers on the client's employment strengths.

21. Implement effective reinforcement methods.

22. Use situational and other forms of assessment to evaluate clients.

23. Determine quality standards, employer expectations, etc.

Competency 2 Train clients on appropriate behaviors needed for success on the job.

"In order to function successfully in my role as a supported employment staff member, I need to know how to . . . ."

1. Recognize and document behaviors that are detrimental to employment retention.

2. Restructure the employment environment to attempt to control for problem behaviors.

3. Use behavior management strategies.

4. Use natural reinforcements at the work site.

5. Investigate other environments of the individual's life to assess behaviors.

6. Use pharmacological information to understand the side effects of certain medications, i.e., those used to control epilepsy, behavior, etc.

7. Request assistance from other staff at the agency to help in controlling inappropriate behaviors at the job site.

8. Use constructive criticism in my responding to clients at the work site.

9. Use positive modeling techniques to influence client behavior.

10. Use basic principles of work adjustment.

11. Be consistent in my responding to clients, co-workers, and employers.

Competency 3 Conduct task analysis of client job duties and responsibilities.

"In order to function successfully in my role as a supported employment staff member, I need to know how to . . . ."

1. Develop a systematic process, i.e., reporting formats, structured procedures, etc., for conducting task analysis.

2. Have good observation skills and record interactions between employees and the client at the worksite.

3. Use specific work tasks required by the first-line supervisor at the worksite.

4. Develop training plans based upon task analysis.

Competency 4 Modifies/adapts work station and/or job duties to accommodate handicapped worker.

"In order to function successfully in my role as a supported employment staff member, I need to know how to . . . ."

1. Find and use resources of other agencies and professionals specialized in job modification procedures i.e., Division of Rehabilitation Services, Courage Center, etc.

2. Use common sense, economical modifications.

3. Be willing to experiment with several alternatives.

4. Request information from the client on the best methods to modify a work environment or activity.

5. Request assistance from first-line supervisors and/or direct employer on suggestions to modify the work station.

Competency 5 Communicate with the client prior to initial placement about job expectations, duties, etc.

"In order to function successfully in my role as a supported employment staff member, I need to know how to . . . ."

1. Effectively present information to a client about specific work tasks, behaviors, etc.

2. Put the client at ease about intended work placement.

3. Determine whether or not the client is in actuality interested in the proposed employment situation.

4. Motivate the client about the intended job placement.

5. Make the client feel that they have the ultimate choice in the employment option.

Competency 6 Conduct job analysis to specific skills required to perform work.

"In order to function successfully in my role as a supported employment staff member, I need to know how to . . . ."

1. Identify and sequence the job tasks.

2. Ability to see the relationship between the client's work tasks to other co-worker functions at the job site.

3. Observe the performance of co-workers to record specific skill levels required for each task.

4. Use information on job classifications (D.O.T.).

5. Interpret the physical demands of the job.

6. Determine the specific cognitive levels required at the worksite to perform each task.

7. Use job description information.

8. Recognize and document safety requirements of the job.

9. Use job analysis information to develop client training plans.

Competency 7 Involve onsite personnel in the training and supervision to prepare for fadeout.

"In order to function successfully in my role as a supported employment staff member, I need to know how to . . . ."

1. Determine the implications of business hierarchy structures, i.e., supervisory level, management level and upper management level.

2. Identify the co-worker(s) who will be the person who continues to assist and monitor the client, (should be done as early as possible in the placement and training).

3. Make other employees aware of the characteristics and training needs of the handicapped client.

4. Effectively train co-workers and develop rapport to facilitate training.

5. Make accurate decisions on when to fade out training.

6. Develop and use criteria for fading out.

7. Reinforce co-workers for their cooperation.

Competency 8 Monitors relationships between co-workers, employer and employee to insure that positive and supportive communication occurs.

"In order to function successfully in my role as a supported employment staff member, I need to know how to . . . ."

1. Intervene appropriately when a client is experiencing a difficulty in completing a task or exhibiting inappropriate behavior.

2. Openly communicate to non-handicapped employees and discuss with them their feelings and/or concerns regarding the clients experience at the worksite.

3. Use all available resources at the employment site and effectively integrate the client into all aspects of the social environment of the worksite.

4. Effectively terminate a client.

5. Accept criticism as a staff member from co-workers and employees and respond constructively.

Results of the Topical Issues Discussion

As part of the symposium's overall program, the participants were provided an opportunity to break out into three subsections to discuss issues specific to their interests. The topics were focused on three areas related to administration, job coaching

and referring counselor concerns. The administrative group discussed issues related to changes in organizational structure, the identification of barriers to supported work (true or perceived), and 3-5 year projections on agency direction. The direct service personnel discussed case studies of employed clients. The third group, comprised of referring counselors discussed issues related to the development of criteria which should be used in purchasing job coach services. A brief description of the outcomes of these group discussions are presented below.

ADMINISTRATORS: The following presents information derived from the administrative group discussions concerning changes in organizational structure, actual or perceived barriers to developing supported work services, and 3-5 year projections on the future of supported work services.

Changes in Organizational Structure

1. Most agency mission statements have not changed even though many of these agencies have taken on supported work as a new service area.

2. Staff roles and job descriptions as well as management expectations have changed.

3. New staff are being hired with skills and expertise in vocational training employment areas.

4. Difficulties are being experienced in providing coverage to clients at work sites during evening, weekend and vacation schedules.

5. Services within DACs have diversified to include such additional services as client transportation training and other services essential to a client's success in an employment setting.

6. When individual or small groups of clients are moved into an industry site, an additional burden is placed on staff who remain at the DAC to cover additional clients.

7. Costs of transportation have risen dramatically and are presently creating problems for some agencies, especially smaller DACs in rural areas.

8. There are more financial disincentives than incentives to place clients in community-based employment environments.

9. In some instances, DACs have developed cooperative working relationships with other community agencies, i.e., sheltered workshops, vocationai-technical schools, etc.

Actual or Perceived Barriers to Supported Work:

Actual Barriers

1. Disincentives to employment due to wage limitations in relation to SSI and MA benefits.
2. Transportation.
3. Inflexibility of work schedules and hours.
4. Problems in securing employment sites in economically depressed areas.
5. Unions are difficult to access.
6. Parents are reluctant, at times, to permit their son/daughter to participate due to concerns/fears for safety, change in program, etc.
7. Conflict with internal DAC special event activities, i.e., special olympics, field trips, etc.
8. Inadequate funding to support the ongoing program of supported work.
9. Board and agency staff apprehension and resistance to change.
10. Lack of adequately trained staff who are familiar with vocational training and employment processes.
11. Additional paperwork.
12. Limitations on the number of days DACs are permitted to operate under current state licensing (problems with covering employed clients during summer vacation schedules).
13. Conflicts with internal work activity production needs vs. goals for community placements.
14. Inflexibility of residential providers to make adjustments in clients' daily schedule to accommodate providing meals at irregular times, awakening client for work earlier than the normal routine schedule of the facility, etc.
15. Inadequate transition from school to work planning with special education to identify long-term employment goals.
16. Insurance/liability issues for the agency, employers, etc.

Perceived Barriers

1. Is supported work merely a trend or will it sustain the test of time?
2. Lack of community support.
3. Parents will be reluctant to have their son/daughter participate in employment programs that occur outside of the DAC.
4. Definitions regarding supported work and other types of community-based services are not clear.
5. Staff will be apprehensive and reluctant to participate in community programming.
6. Clients will be reluctant to leave their peer group at the DAC to engage in community-based employment.
7. The clients' work schedules will be difficult to coordinate.

Three to Five Years From Now:

1. DACs will continue to serve more severely handicapped clients, especially those with multi-handicapping conditions.
2. Fewer clients will be served in house at the DACs, WACs, or sheltered workshops.
3. Services will continue to diversify and flexibility in service scheduling will occur.
4. A new follow-along/case management service will be established.
5. New training technologies will continue to be advanced and used.
6. Community-based social/recreational activities will be expanded for clients as part of their total community service program plan.
7. Agencies will experience increased requirements for accountability, program effectiveness and cost effectiveness.
8. The mission and image of DAC's, WACs and sheltered workshops will evolve to adopt more of a business orientation.
9. Public attitudes and stereotypes of clients will change to view them as more productive and contributing members of a community.
10. Staff roles and job descriptions will continue to change.
11. Non-handicapped persons will increasingly be employed by DACs, WACs, and sheltered workshops to work in these facilities on in-house production needs.

JOB COACH PERSONNEL: The symposium participants representing persons providing direct training to clients at employment sites were requested to present case studies on client-related employment difficulties. The intent of this session was not to generate ideas on specific themes or issues, but rather to discuss and develop strategies for solving client difficulties at employment sites. Four major areas of concern to job coach personnel emerged from their discussion. These included difficulties in the transportation of clients to and from work sites, working with clients with multiple problems in community settings (e.g., mental retardation as well as behavior problems), the reluctance of parents to have their son/daughter participate, and limited resources and employment opportunities in rural and/or economically depressed areas.

REFERRING COUNSELORS: Counselors and other agency personnel who refer clients to supported work programs were requested to identify criteria that should be used when referring clients to an agency involved in supported work programming. The following represents some general criteria and issues which resulted from the group discussion.

1. The overriding theme throughout the discussion was the need for planning and interagency cooperation to occur in order to provide an essential array of support services a client may need to successfully participate in community-based employment.

2. Client choice, interest and commitment to the intended employment objective must first be established.

3. Employment must provide the client with a reasonable wage, stability and regular working hours, opportunities for advancement in employment and reasonable and safe working conditions.

4. Transportation should be arranged for and/or provided by the agency.

5. The agency should have provisions for the long-term support a client may require in an employment site.

6. Information on the costs, including specific cost breakdowns of supported work services should be available from the agency upon request.

7. Regular feedback regarding a client's performance should be communicated to the referring counselor.

8. Specific reasons as to why an agency is unable to serve a particular client should be explained to referring counselors.

"WHERE DO WE GO FROM HERE?"

As a closing activity, the participants were requested to address the question "Where do we go from here?" Appendix C provides a listing of the independent comments obtained from participants. In examining these comments, three general themes are found. As a group, the participants recommended that:

1. There is a need to provide statewide, regional and local workshops for supported work staff who are currently employed. Technical assistance on site to individual agencies who are initiating or are new to providing supported work services is also needed.

2. A method for networking and sharing information among and between agencies should be developed. This could be accomplished through regularly scheduled meetings in selected geographical areas, through materials development and dissemination, newsletters, etc.

3. A formal paraprofessional training program, approximately two years in length should be developed. This is not intended to mean the establishment of a four-year degree program. Current university preservice training programs, however, should include coursework related to supported work services.

Summary

The information presented in this document has several potential uses. The identified competencies, for example, may be of use in structuring inservice training workshops for supported work personnel. Postsecondary training programs and institutions of higher education interested in developing preservice courses based on these competencies should undertake further analysis to determine the relative reliability and validity of the functions/competencies listed. The information describing barriers and issues to initiating agency efforts in developing supported work services may also be useful in administrative planning and decision making.

APPENDIX A

Minnesota Association for
Rehabilitation, Education, and Training

Mission Statement

MISSION STATEMENT OF THE MINNESOTA ASSOCIATION

FOR REHABILITATION, EDUCATION AND TRAINING

The Minnesota Association for Rehabilitation, Education and Training (MARET) is the direct successor of the Minnesota Joint Liaison Committee (MJLC), a vehicle for communication between and among state rehabilitation agencies, rehabilitation educators, and rehabilitation trainers. This group has functioned continuously since 1969.

PURPOSE

MARET serves as a communication link between practicing professionals in the field of rehabilitation and those engaged in long-term pre-professional education and/or short-term in-service research and training activities in the State of Minnesota. This organization serves as a coordinating forum for training activities within the State through analysis of needs and resources, and avoids duplication of program or current training needs through informal discussion and consensual negotiations. MARET also takes on action oriented projects of mutual interest to the members.

MEMBERSHIP

Members are representatives of the groups cited in the purpose, and may change from time-to-time at the consensus of MARET's current membership. There are no dues, so representatives and/or their sponsors are expected to bear their own expenses and contribute to the groups efforts as financial ability and/or need dictates. The core groups represented are: Deaf Services Division, Minnesota Department of Public Welfare; Division of Vocational Rehabilitation, Minnesota Department of Economic Security; Department of Research and Education, Sister Kenny Institute; Center for Continuing Education, Multi-Resource Centers, Inc.; Minnesota Association of Rehabilitation Facilities; Minnesota Association of Rehabilitation Professionals in the Private Sector; Region V Center for Continuing Education, University of Southern Illinois; Rehabilitation Counseling Department, Mankato State University; Rehabilitation Counseling Program St. Cloud State University; Rehabilitation Research and Training Center, University of Wisconsin-Stout; and State Services for the Blind and Visually Handicapped, Minnesota Department of Public Welfare. At least one representative shall be named from each group, but more are welcome to attend as size and topics may dictate. Guests may also be invited for specific meeting topics.

GOALS

Although specific objectives are defined in meetings and reflected in the minutes, some general continuing process goals are:

1) To conduct quarterly meetings of the membership on an alternating one and two day cycle;
2) To provide communication opportunities in both business and social settings during and after meeting sessions;

3) To avoid unnecessary duplication of programs in the state and to ensure that training needs are met responsively and effectively;
4) To discuss objectives for programs and to input as to their structure;
5) To review and comment on objectives, plans, and programs presented by the membership;
6) To discuss and facilitate joint endeavors and new initiatives;
7) To foster research and innovation in the field and participating institutions, agencies, and associations;
8) To develop joint documents to be used in advancing the profession;
9) To support the fiscal and political well-being of the profession; and
10) To conduct whatever other business that the membership deems appropriate.

CONCLUSION

It needs to be reiterated that the Minnesota Association for Rehabilitation, Education and Training (MARET) is a voluntary, non-incorporated body involved in consensual discussion and negotiation to enhance Rehabilitation in the State of Minnesota. The good will and good faith of its membership is paramount to the successful accomplishment of its mission.

APPENDIX B

TABLE 1: Position/agency representative listing of priority job coach functions.

TABLE 2: Rural vs. urban listing of priority job coach functions.

Position/Agency Representative Listing of Priority

TABLE 1

JOB COACH RESPONDENTS

1. Train clients on specific job skills.
2. Modifies/adapts work station and/or job duties to accommodate handicapped worker.
3. Conduct task analysis of client job duties and responsibilities.
4. Conduct job analysis of specific skills required to perform work.
5. Orients client to work site, i.e., time cards, bathrooms, break areas, rules, etc.
6. Trains clients on job safety at the job site.
7. Trains client to advocate/solve their own problems on the job.
*8. Trains client on appropriate behaviors needed for success on the job.
*9. Communicate with parents, residential providers, social workers, DRS counselors and others regarding initial intentions to place client in a community-based employment site.
10. Communicate with the client prior to initial placement about job expectations, duties, etc.

ADMINISTRATIVE RESPONDENTS

1. Train clients on specific job skills.
2. Train clients on appropriate behaviors needed for success on the job.
3. Communicate with the client prior to initial placement about job expectations, duties, etc.
4. Conduct job analysis of specific skills required to perform work.
5. Conduct task analysis of client job duties and responsibilities.
6. Modifies/adapts work station and/or job duties to accommodate handicapped worker.
7. Monitors relationships between co-workers, employer and employee to assure that positive and supportive communication occurs.
8. Prior to training or introducing client to the job site, trainer learns job skills that will be required of client.
9. Involve on site personnel in the training and supervision to prepare for fadeout.
10. Train client on job safety at the job site.

REFERRAL AGENTS RESPONDING

1. Train clients on specific job skills.
2. Train clients on appropriate behaviors needed for success on the job.
3. Orients client to work site, i.e., time cards, bathrooms, break areas, rules, etc.
4. Provides "advocacy" related services on behalf of the clients, i.e., monitoring compliance with vulnerable adult statutes.
5. Communicate with parents, residential providers, social workers, DRS counselors and others regarding initial intentions to place client in a community-based employment site.
6. Communicate with the client prior to initial placement about job expectations, duties, etc.
7. Coordinates and provides ongoing communication with parents, residential providers, social workers, DRS counselors, etc. to provide information on client job status on the job.
8. Develop individualized employment goals and objectives, (IPP, IWRP, IEP).
9. Prior to training or introducing client to the job site, trainer learns job skills that will be required of client.
10. Provides ongoing assessment and recording of client performance and productivity.

* Denotes ties in the rankings.

Rural vs. Urban Listing of Priority

TABLE 2

RURAL

1. Train clients on specific job skills.
2. Train clients on appropriate behaviors needed for success on the job.
3. Conduct task analysis of client job duties and responsibilities.
4. Conduct job analysis of specific skills required to perform work.
5. Communicate with parents, residential providers, social workers, DRS counselors and others regarding initial intentions to place client in a community-based employment site.
6. Conduct analysis of business social climate.
7. Coordinates and provides ongoing communication with parents, residential providers, social workers, DRS counselors, etc. to provide information on client job status on the job.
8. Communicate with the client prior to initial placement about job expectations, duties, etc.
9. Modifies/adapts work station and/or job duties to accommodate handicapped worker.
10. Conduct time study to determine business productivity rates and performance expectations.

URBAN

1. Train clients on specific job skills.
2. Train clients on appropriate behaviors needed for success on the job.
3. Communicate with the client prior to initial placement about job expectations, duties, etc.
4. Modifies/adapts work station and/or job duties to accommodate handicapped worker.
*5. Involves onsite personnel in the training and supervision to prepare for fadeout.
*6. Monitors relationships between co-workers, employer and employee to assure that positive and supportive communication occurs.
7. Orients client to work site, i.e., time cards, bathrooms, break areas, rules, etc.
8. Conduct job analysis of specific skills required to perform work.
9. Coordinates and provides ongoing communication with parents, residential providers, social workers, DRS counselors, etc. to provide information on client job status on the job.
10. Provides periodic follow-up services at the work site based on the individual needs of the client to promote job retention.

* Denotes ties in the rankings.

APPENDIX C

Participant Comments

"Where do we go from here . . .?"

COMMUNITY BASED/SUPPORTED EMPLOYMENT SYMPOSIUM

Comments

Exchange of ideas and update on other programs was excellent. What's next? Continued trainig/education to address the needs of service providers, attitudinal changes, finding resources, diversification of services, etc.

I feel that the information given on job coaching was helpful in that fresh ideas give new perspectives into working on a job. It would be helpful to all support staff also to utilize some of the job coach functions as all would benefit.

There appears to be an excessive number of facilities/work progams -- especially in some rural communities. I feel it is making the money spread too thin. It would be beneficial if the State could make up their minds who should do supported work or vocational programming in general -- by the state I mae the various Human Service Agencies. End result -- those designated Work Centers for Handicapped could possibly afford to hire supported work coaches on a decent salary.

Set up regional groups for sharing problems and solutions which include mix of trainers/middle/top management. Establish "Craft" with training.

Develop method of sharing information.

I would like to see some type of formalized training program developed for job coaches, preferably a two year program with opportunities for clinical or on site experience.

Where do we go from here?
- meetings (1 day) on legislative funding issues.
- resources -- where? what? how?
- meetings (1 day) on rule and legislative changes.

Parent support groups
- Training sessions for those of us already into this
- Info resources

We need some training made available statewide now to meet the needs of the job coaches who are out there right now trying to do something thats a new function. The skills identified for "formalized" training program are all needed for people currently doing "job coaching."

Set up immediate training programs for staff already in the field based on information generated at the symposium. Advocate for the "professional" status of work support staff. Bring groups of professionals (similar to the make up of this group) regularly to promote networking and to problem solve.

Our agency was represented by a direct care/job coach person. We would like information discussed re: administrative group i.e., problems faced/solutions.

I would like to have a follow up on this meeting along with developing a method approach to develop skilled personnel. I would also see another meeting expanding to other problem areas.

Networking: Someone needs to develop and disseminate a summary of what various agencies are doing now in supported work -- with a contact name, one to one, enclave, long term support vs fading out, etc. Education: Don't develop a 6 yr or a 4 yr. program. We need short term workshops/technical assistance offered on an ongoing basis for job coaches. Existing rehab programs can add a course on supported work for professional staff.

Really enjoyed this type of sharing process. Would like to see an ongoing, quarterly meeting of the same type which would address specific issues within supported employment. Liked the diverse nature of the group, input from all levels.

Where do I want to see this go? Education -- classroom on specific areas -- not so much of a degree. Networking -- problem solving. A system for questions, new procedures, changes in all levels.

I hope that from all this information a criteria for vo.ed. programming can be devised to train job coaches. This should simplify and enhance the work of job coaches.

I see a need to develop a networking system. From discussion, many agencies are trying to reinvent the wheel. Several successful models for CBE already exist. There is also a need to educate social service administrators about the business world and to develop some realistic expectations about profit-making industries.

I believe a series of 1-2 day workshops need to be developed with specific goals for training work trainers based on our work here. Perhaps it would be good for work trainers to organize and meet to discuss problems/needs on a regular basis.

It seems apparent to me that we have a tendency to use concepts "Community Based Training," "Supported Work" synonymous with specific job descriptions like "Job Coach," "Crew Supervisors," "Case Managers. It may be a difficult task be we may have to spend more time defining roles and specific tasks within job titles.

Without distinguishing which of the following should occur first, these are some directions:

1. formal supported work resource network -- identified individuals on regional basis.
2. development of paraprofessional program -- core skills, high clinical/practicum experience.
3. on going development for existing staff -- behavior management, job analysis, etc.
4. MARET identify core competencies and expectations for professionals in field currently.

What happens next -- Would like technical training workshop for staff working as "Job Coach" direct work situation. Have a lot to take back to fellow staff -- First plan is to have staff now termed "Job Coach" prioritize same list we did -- Will open doors for a lot of discussion and practical application of what is necessary in own situation.

I would like to see dissemination of forms, types of job placements currently being done, staff training, etc. Maybe a newsletter, conference of what works for us, etc. Would be helpful on an ongoing basis. Tours of facilities, job sites, etc. could possibly work.

I believe that each site has unique problems in relation to area etc. Job Coaches must be multi skilled people with great flexibility. Training is important but must every Job Coach have a 2 year Specialized Degree -- for each job? Great Conference!

Would like to see monthly (!) day long seminars on aspects of coaching (modifying & adapting jobs, PR, documentation, teaching methods, etc. Would like to see more assistance in setting up network between school-work.

I mainly received what to look for in a coach and qualities necessary to coach. I would have liked more sharing of situations and problem solving.

Would like to see more networking; i.e., newsletters, resources, expertise, sharing information through round table discussions.

One day seminars for present job coaches. Support from facilities to Job Coaches appears to me to be a top priority.

I appreciated the format of small groups, discussing, brainstorming, etc. rather than listening to speakers with questions and answer periods. So, I would like to see this type of get together happen on a regular basis as I feel we not only raised many questions but infused ourselves with the courage to make some changes. I've never gotten more from a workshop.

Supporting programs financially to support work needs to be expanded -- how can we provide supported employment to clients under the MA waiver for day program services when that's not appropriate use of funds according to the waiver?

The information generated from participants on planning for the next 3 to 5 years will be most helpful in directing our agency in expanding our supported employment program. High School Transition programs in our area will be pursued, as virtually nothing is networked at this time. The persons I met at this particular conference will be most helpful resources to me to expand our network of support services.

Need to network via Regional symposium with more specific topics from the barrier list. Need to look at an umbrella of all Habilitation Agencies -- with subdivisions for various disability areas. Training also needs to be done in regional areas to reach out to make the gradual changes in the entire system. Extreme changes, too fast may fragment the system to the point of bringing negative results for clients.

I would like to see a meeting of facility administrators and referral/funding sources get together to iron out some of their individual expectations and how they can come to a mutual understanding.

Networking. Develop expertise list of what agency resources or training can be provided as technical assistance. Develop support meetings on problem solving critical issues. Similar to what this meeting was except assisting us rather than University training programs. Training and Education: Develop criteria based training modules for current staff. Develop 2 yr. vocational program. Develop or provide funding for master craftsman program or send people to ideaman.

APPENDIX D

List of Symposium Participants

Community Based/Supported Employment Symposium
Invited Participants

REHABILITATION FACILITIES

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Six referral agents will be invited. Their names, addresses and telephone numbers will be sent under separate cover.

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